Formative Assessment Task

2nd Grade: Geometry

**Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.**

**Suggested Learning Target**

* I can draw rows and columns of equal size in a rectangle.
* I can count the equal size squares in a rectangle.

*This Formative Assessment is designed to be completed in centers with partners.*

**Materials:**

1. Shapes/Description Game Board
2. Blank dice with shapes drawn on them.
3. 2-color chips

**Directions:**

*See direction sheet below. May be glued onto a folder.*

1. Player 1 rolls the cube.
2. Cover the shape or description that matches the shape.
3. Player 2 rolls the cube.
4. Cover the shape or description that matches the shape.
5. Repeat until one player has 3 in a row.

**Considerations:**

* Observe the students as they play this game.
* Observe that students correctly match shape dice to description cards.



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| I have 4 equal sides. | http://etc.usf.edu/clipart/36100/36142/cube_36142_md.gif | entagon 5 sides | I have 2 equal sides. | I have 2 sets of 2 equal sides. |
| I have 6 faces. | I have 4 angles. | I have 2 rows and 2 columns. | http://bestclipartblog.com/clipart-pics/square-clip-art-7.gif | http://bestclipartblog.com/clipart-pics/square-clip-art-7.gif |
| http://www.math-salamanders.com/images/math-shapes-regular-hexagon-ns-bw.gif | http://bestclipartblog.com/clipart-pics/square-clip-art-7.gif | I have 5 equal sides. | I have 6 equal sides. | http://www.math-salamanders.com/images/shapes-clipart-triangle-ns-bw.gif |
| http://www.math-salamanders.com/images/shapes-clipart-triangle-ns-bw.gif | I have 2 equal sides. | I have 2 sets of 2 equal sides. | entagon 5 sides | I have 8 vertices. |
| One of my 6 faces has 4 angles. | I have 4 sides and 4 angles. | http://bestclipartblog.com/clipart-pics/square-clip-art-7.gif | http://bestclipartblog.com/clipart-pics/square-clip-art-7.gif | I have equal 3 sides. |



DIRECTIONS:

1. This is a 2-player game.
2. Player 1 rolls the shape cube.
3. Player 1 covers a shape or description that matches the shape rolled on the game board.
4. If there is no match, Player 1 loses a turn.
5. Player 2 rolls the shape cube.
6. Player 2 covers a shape or description that matches the shape rolled on the game board.
7. If there is no match, Player 2 loses a turn.
8. The first player to get 3 chips in a row wins.



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| Teacher notes:  Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.  Spatial sense is an important component of geometry. Spatial sense is an intuition about shapes and the relationships among shapes. Rich experiences with shape and spatial relationships help develop students' spatial sense. As students look at how shapes are alike and different, they begin to see the properties of shapes. Students need to see shapes in different sizes and orientations. Students need to sort shapes based on their similar characteristics. Students need to experiment with composing and decomposing shapes so they can see how to form larger shapes from smaller shapes. Avoid having students memorize the properties of the shapes.  When determining mastery, the number of items may vary based on how quickly each pair gets 3 in a row or how long the teacher observes each pair.   * Students who demonstrate full accomplishment for this task correctly identify 90 – 100% of the shapes . * Students who demonstrate proficient accomplishment correctly identify 75 – 89% of the shapes. * Students who demonstrate partial accomplishment correctly identify 60 – 75% of the shapes. |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |